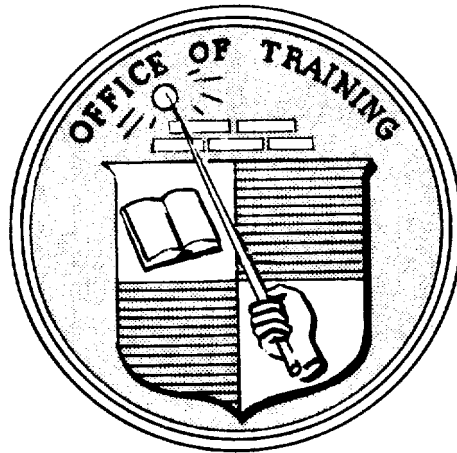


# OFFICE OF TRAINING BULLETIN

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# The Bulletin Board

## Change in Supervision and Management Courses

In an effort to keep abreast of the ever-changing demands for various types of training in supervision and management, OTR's Management Training Faculty has come up with a "new look" in its courses and its schedule for this fall. The present long-term schedule of supervision courses has been revised. All Training Officers and potential registrants are urged to note the changes which are included in the Registrar's Reminders, on page 21 of this issue.

In order to help those who plan training for other people, we also wish to call attention to the following changes in the "family of courses." This information will soon be available in greater detail in the revised OTR Catalog, due for publication shortly.

1. Introduction to Supervision has been discontinued. Our experience with this course indicated that better results would be achieved for all concerned if we returned to our previous practice of enrolling a limited number of future supervisors in each of the other supervision courses.

2. Course titles are slightly different from what they have been for the past five years:

- a. Basic Supervision is now Supervision
- b. Basic Management is now Management
- c. Supervision for Intelligence Officers (a title not many people knew existed) is now Supervision in Research and Analysis and is described in the Catalog in its own right instead of being buried in the description of Basic Supervision as heretofore.

3. Two new members of the family are making their appearance for the first time:

- a. Special Supervision, the supervisory-level counterpart of Management Conference, has been tried in several instances over the past year or so and will now appear in the Catalog.
- b. Survey of Supervision and Management, a one-week, part-time course, is intended for non-supervisory personnel  
(contd next p.)

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(or those whose supervisory responsibility is limited to the direction of one or two secretarial or clerical personnel) but who, to a significant extent, must coordinate with, advise, or otherwise guide and support personnel or activities in components other than their own. Emphasis will be given to current theories, concepts, and practices in the fields of supervision and management, particularly, with respect to communication, coordination, and person-to-person relationships.

Still in the planning stage are a series of seminars on various specific topics and skills of concern to supervisors and managers. We hope to be able to get these seminars off the drawing board and into the conference room during 1960.

#### OCI Briefings Resumed

The weekly briefings given by the Office of Current Intelligence in cooperation with OTR, are now being held on Fridays at 1230 in the R&S auditorium. Only employees of the Agency may attend.

The briefings last about thirty to forty minutes and the coverage varies according to events as they occur throughout the world. The speakers may consider several areas briefly, and then again, during the presentation, they may cover only one region. Questions may be asked by the audience.

#### Foreign Language Proficiency Tests Continuing as Scheduled

Foreign language proficiency tests are continuing as scheduled in the [redacted] This schedule is of particular concern to those who are planning to be tested for maintenance or achievement awards: it should also be of special importance to those whose self-declared (Form 444c) competencies were submitted more than two years ago and are listed as such in the Agency's Language Qualifications Register. These claimed proficiencies may not be correct now, since two or two-and-a-half years may have brought about deterioration in knowledge of a language. (It could well be that these same years have brought about a regeneration!) However, as far as the Register goes, unless the person has taken a test, what he has said about his language capability - and when he said it - remains as the official record. It is to his advantage then, professionally - and perhaps monetarily - to be tested. Arrangements are made personally, through Training Officers. As soon as there are proven results in reading, writing and/or speaking (preference is for all three) the original, self-claimed levels are nullified. The new scores are recorded in the Language Qualifications Register.

The reading and writing phases of a test require about three hours of a morning, whereas speaking, given individually, takes approximately ten minutes - and very often, ten minutes of those same three hours - since panels of two or three speakers are in session at the time, and those who request to be tested orally are called from their written

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work for a ten-minute interview. At this time, levels of pronunciation, understanding and speaking are scored. Later, all results are forwarded by the Testing and Research Staff/TR to the Information Branch of the Registrar Staff for evaluation, principally with respect to awards for achievement (if higher levels of proficiency are attained) or for maintenance, if awardable levels are kept.

If scores are such that the person receives an award, the decision is sent to the Registrar for his signature of approval, after which a final report is completed for the Comptroller. This report includes the original (the Comptroller's copy) of

25X1 [ ] In all cases, including those who do not receive an award, a first copy of the same form, showing test results, is sent to the Machine Records Division where scores are recorded in the LQR. A second copy is sent to the Training Officer who informs the individual of the results. Meanwhile, all scores and decisions are retained in the files of the Information Branch.

The schedule of tests for the remainder of '59 is:

Albanian	12 Nov	Japanese	3 Dec
Amharic	29 Oct	Korean	8 Oct
Arabic	8 Oct	Malay	29 Oct
Cambodian	29 Oct	Pashto	29 Oct
Chinese	24 Nov	Persian	10 Nov
Croatian	13 Oct	Polish	15 Oct
Czech	10 Nov	Portuguese	27 Oct
Finnish	8 Oct	Russian	22 Oct
French	6 Oct	Russian	1 Dec
French	5 Nov	Spanish	19 Nov
French	8 Dec	Swahili	29 Oct
German	3 Nov	Swedish	12 Nov
German	10 Dec	Tibetan	29 Oct
Greek	20 Oct	Turkish	13 Oct
Icelandic	29 Oct	Urdu	15 Dec
Italian	17 Nov	Vietnamese	13 Oct

A 1960 schedule will be published in early December, this year.

#### OTR to Publish New Catalog

About mid-October, the Fall issue of the OTR Catalog will be available to offices throughout the Agency. It will be published in two editions for headquarters purposes, and in a single, smaller edition for the field. The publication has a new format: it is 6 x 9 and courses are identified according to category and by the newly adopted OTR codes. Each is described much more briefly than in previous issues.

In addition to summaries of OTR's courses, there are descriptions of those conducted by other Offices of the Agency in which Agency employees not necessarily of the sponsoring office may be enrolled. Selected programs of other Government agencies and departments and of non-Government institutions are also included.

General information on administration and registration procedures and on requirements for courses are explained in the foreword.

Copies of headquarters' issues will be distributed to Senior personnel and Training Officers.

#### Filing Workshops Scheduled

A series of one-day, Filing Workshops for employees engaged in filing or files supervision will be presented jointly by the Records Management Staff and the Clerical Training Faculty of the Office of Training. The first workshop on 26 October is for employees of the DDS. The second is scheduled 16 November for DDI, and the third, 7 December, for DDP. Classes will meet

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from 0930 to 1200, and from 1300 to 1600 in Room 501, 1016 165h Street.

Enrollment for the DDS session is limited to 35. Registration closes on 19 October. Applicants should register through their Training Officers.

25X1A The course will emphasize the Agency's Subject Numeric Filing System as established in Handbook [redacted]. The morning program will include a review of the Agency's system, classifying, and filing techniques. In the afternoon there will be clinics on filing problems during which students from each component will discuss their problems with an analyst from the Records Management Staff. Those problems that are not resolved during the clinics will be scheduled for further attention through the Area Records Officer of the respective component.

dated 2 September. In this bulletin the new features of the form are described, with particular emphasis on the fact that a considerable amount of biographic and professional information is no longer required of the person who completes it and that the Registrar's office will now furnish the information on past training.

From analysis of past applications it is apparent that over 90% of our employees apply for one course at a time. The form is designed to provide for this percentage. However, for the remaining ten percent, the Registrar has no objections to one form being used for two - or more - OTR courses, if they are in sequence or are closely related from a standpoint of scheduling. In these cases personnel in his office will complete any supplementary detail necessary for registration.

#### OTR Revises Request for Internal Training Form

25X1 Recently, a new version of [redacted] Request for Internal Training, was distributed to the supply centers throughout the Agency. This is the form (5 x 8) that should be used from now on for registration in OTR's courses. It can also be used to register in courses given by other offices in the Organization. Although there is some of the old stock (8 x 10½) available as yet, we recommend its use only to register in the off-duty language courses.

The original announcement of the availability of the new form was made in OTR Special Bulletin, 17-59,

#### USDA Expands Training Program

A concerted effort to supplement studies not only for the high school graduate but also the non-graduate is being made by the U.S. Department of Agriculture. It has expanded its extension program for this group, and according to its catalog, in the Spring semester, among the many of its courses, will give the following:

Mathematics and Statistics  
(Scientific and Business Data Processing on Electronic Computers, Trigonometry and Analytic Geometry, Calculus)

(contd next p.)

Nuclear Science and Electronics  
(Jet Turbo Prop and Rocket Power  
Plants, Practical Radio and TV)

General and Applied Economics  
(Principles of Economics, How and  
Why of Stock Investments)

Management  
(Essentials of Good Office Man-  
agement, Reports and Forms Man-  
agement and others in such cate-  
gories as Accounting, American  
Government, Federal Government  
procedures, Practical English,  
Foreign Languages, and Reading  
Improvement.)

USDA has other courses in several  
of these categories which are di-  
rected to the college graduate. To  
assist field employees, it also has  
correspondence courses in accounting,  
contemporary cultures, statistical  
methods.

Details of the program including  
fees, instructors, etc., can be ob-  
tained by calling extension [redacted]  
Registration for the Spring semester  
is from 30 January to 6 February.

#### Clerical Testing

Clerical Skills Qualification  
Tests for employees required to meet  
the Agency's standards in shorthand  
and typewriting will be administered  
during the afternoons of:

12 October  
2 November  
16 November

Typing 1315 hours  
Shorthand 1400 hours

Supervisors or Personnel Placement

Officers register employees for  
these tests by calling extension  
2100. A special report of results is  
sent to the respective offices.  
Those who do not pass the test must  
wait five weeks before taking it  
again.

#### Next OTR Exhibits in January

The Intelligence School, OTR, will  
hold the next Intelligence Products  
Exhibit and the Support Exhibit in  
January '60. Dates will be announced  
in the November-December Bulletin.

#### "The Pretty Americans"

Have you read Harland Cleveland's  
article on wives' behavior overseas?  
Mr. Cleveland, Dean of the Maxwell  
Graduate School, Syracuse University,  
says that American wives "often make  
or break their husbands' careers -  
and U. S. foreign policy as well".  
What he has to say generally, of the  
distaff side is the result of a  
study made by the Institute. The  
article appeared first in the March  
1959 issue of Harper's Magazine. It  
has since been reprinted as a single  
brochure. We recommend it, especially  
in view of the current emphasis on  
developing a higher degree of effec-  
tiveness in representing and promot-  
ing interests of the United States.

The Language and Area School has  
copies of the article. Anyone who  
is interested in obtaining a copy  
may call that office on extension  
[redacted]

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Area Training

Courses in area studies, given by the Language and Area School, are conducted on both a full-time and a part-time basis. In the courses listed below, hours are identified. There are no special prerequisites for the Americans Abroad Orientation but in the case of the Senior Area Seminar, at least three years' experience at the area's headquarters desk or in the field is necessary as is a pre-admission interview with the Chief Instructor. Registration is initiated through the Training Officer. Form 73 is used for this.

Americans Abroad OrientationAfrica South of the Sahara

12-16 Oct

Register immediately

0900-1200

2925 Quarters Eye

Japan

10, 12, and 17 Nov

Register by 27 Oct

0900-1630

2925 Quarters Eye

A Senior Area Seminar (Intelligence Problems) - Europe is tentatively scheduled to begin in January. This group will meet one day a week. The tentative theme is "The European Security Question - Eastern and Western Stakes, Policy Problems, and Likely Courses of Action in the Area."

Note: Country Study - Japan, previously scheduled to begin on 4 October, has been postponed. Another date will be announced. Postponement was necessary in order to revise the whole Far East area training program directed at producing a coordinated, long-range program of training at different levels of specialization.

Language Training

Many language courses have been scheduled to begin in October. We refer you to the May-June issue of the Bulletin and to Special Bulletin, No. 18-59.

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Noontime Films

Foreign language films are presented as part of the language and area training program. They begin at noon and are shown in Room 1016 R&S Building.

Only employees of the Agency may attend.

8 October Thursday	Italian	"Open City" 95 min.
13 October Tuesday	German	"People Hear the Signal" 80 min.
15 October Thursday	Russian	"Quiet Flows the Don" 125 min.
20 October Tuesday	French	"Razzia" 120 min.
22 October Thursday	Chinese	"Poppy Flower" (Mandarin Track) 105 min.
27 October Tuesday	Hungarian	"Liberated Soil" 87 min.
29 October Thursday	Polish	"That Others May Live" 116 min.
3 November Tuesday	German	"The Eighth Day of the Week" 83 min.
5 November Thursday	Russian	"Twentieth Century" 80 min.
10 November Tuesday	French	"A Man Escaped" 60 min.
12 November Thursday	Chinese	"Love Songs on the Pipes" 105 min. (Mandarin Sound Track with Spanish Titles)
17 November Tuesday	Spanish	"Exploration in the Arctic" 53 min.
19 November Thursday	Polish	"Hour of Hope" 100 min.

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### The Junior Officer Training Program

The Junior Officer Training Program (JOTP) has been established as one means of accomplishing systematically, the objectives of selecting and preparing highly qualified young men and women for professional careers in the Agency. It provides for an extended period of formal training and controlled on-the-job assignments in order to develop the professional potential of qualified personnel to fill positions of increasingly greater responsibility within the Agency.

In order to be eligible for the JOTP, a candidate must have a college education or, in very unusual cases, its equivalent in experience. He must also be qualified to undertake assignments of any degree of sensitivity and be medically qualified for full duty. Each new candidate will be brought into the program at GS grades commensurate with their educational background and experience, usually GS-7 for newcomers and normally not to exceed GS-12 for present employees. Exceptions to any of the eligibility criteria may be made by the Deputy Director (Support).

Training will normally extend over a period of two years, beginning in September of each year. During this period he will receive formal and on-the-desk instruction, and language training if needed.

The formal phase of training is divided into two segments: basic training for 3½ months which the whole class attends as one group; and advanced intensive training for DDI, DDP, or DDS designees from the group. For JOT's going into DDI the advanced training is for three months; for those going into the DDP the intensive training will be for either ten weeks or twenty-four weeks, depending on the anticipated type of attachment; for DDS designees the training will be arranged to fit the JOT's background and projected assignment. On completion of his formal training he will be attached to an office or division for one year of on-the-desk training in either the DDI, the DDP, or the DDS. Since it is recognized that good supervision and a good program of training on the desk are essential to the development of a junior officer, such programs are worked out for each individual by the supervisor in conjunction with a representative of the JOTP. During this period he remains on the T/O of OTR and his training during this time is monitored by officers of the JOTP.

When the JOT is prepared to undertake a permanent assignment he will be recommended for placement and released from the JOTP. Placement of JOT's selected from on-duty personnel will not necessarily be in the office of origin. If at any time the JOT fails to meet the standards established for the JOTP, he may be referred to the Office of Personnel for reassignment or termination.

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### Box Score on the National Defense Education Act

One year ago this month, the President signed into law the National Defense Education Act. It does not solve all of today's educational problems, yet never before in the nation's history has there been so comprehensive a program of federal assistance to strengthen education at critical points from the elementary grades through the graduate school.

Within the framework of our priceless tradition of state and local control, NDEA provides a method for financial assistance to meet our ever-increasing educational demands. The act is, itself, a reaffirmation of the fact that the security of the nation depends to a great degree upon well-trained manpower and, therefore, upon education.

A substantial part of the 10 months between the signing of the act and the closing of our first year, June 30, had to be used for tooling up - in the Office of Education, in the states, and even in individual schools. But now we are geared for action. The substantial acceleration that is already evident has been accomplished by a nationwide partnership of professional and lay leaders.

Let us look at a few of the highlights of this year of steady progress in translating NDEA into improved and expanded programs of education.

Student-loan funds amounting to more than \$30 million were established in 1201 colleges and universities in the continental United States, Hawaii, and Puerto Rico. These funds were supplemented by the institutions at the rate of \$1 for each \$9 of federal funds, making a total of \$33.8 million available to worthy students.

The impact of this loan program is only beginning to be felt, but already we are hearing of cases where these loans make a vital difference. For example, one college president reports that the loan program is attracting to his college a larger percentage of highly trained students than has been the case for many years.

In another situation, a young man on the dean's list, discouraged because he faced the end of his financial resources, obtained new hope and courage when informed of the student loan program, and decided to stay in school. Experiences like these, and many others, perhaps more dramatic, are taking place daily throughout America.

Local school systems located in 50 states and territories will have their instructional programs upgraded through the purchase of science, mathematics, and modern foreign-language equipment and materials, and through the provision of additional laboratory space for this equipment.

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This report was written by Lawrence G. Derthick, U.S. Commissioner of Education, Department of Health, Education, and Welfare. It reflects the status of the NDEA at the end of FY 59.

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The nation will soon feel the full impact of this program. During recent months, thousands of purchasing agents were busy buying equipment and materials.

Loans have been granted to 88 nonprofit private schools for the same purposes, and like preparations have been under way in these institutions.

Early reports indicate that in many private secondary schools such subjects as physics, biology, French, and other sciences and languages will, as a result of the stimulation of these loans, be offered for the first time.

Opportunity has been opened for advanced study, with chief emphasis on the training of prospective college teachers, through the award of 1000 fellowships to graduate students at 123 institutions of higher learning which had added new graduate programs or expanded current programs. These students were selected from more than 6000 applications received from 169 institutions. The number of fellowships will increase by 1500 each year for the next three years.

As the result of an appropriation of \$7.4 million, 50 states and territories have submitted plans for testing and counseling programs and all have been approved. In addition, many schools, public and private, will profit this fall from the training given in counseling and guidance to over 2100 experienced secondary-school personnel through their attendance in 50 short-term counseling and guidance training institutes operated throughout the nation this past summer.

During this academic year, an additional 300 experienced secondary teachers, preparing for guidance and counseling work in public and private secondary schools, will attend seven counseling and guidance institutes which will operate one or more semesters. These institutes, short-term and regular session, are financed under the \$3 million appropriation made in the academic year 1958-59.

Plans are also under way for setting up about 70 short-term institutes during the summer of 1960, and 15 to 20 regular-session institutes in the 1960-61 academic year, with the \$5 million to be available this year.

One hundred and seventy-one fellowships were awarded for advanced study in the six modern foreign languages most critically needed and too frequently neglected in this country: Arabic, Chinese, Hindustani, Japanese, Portuguese, and Russian.

In 19 language centers opening this fall at 14 universities, instruction will be given not only in these six critical languages, but in the cultural and economic aspects of the country or area

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where these languages are spoken. Some centers will also include the following related languages: Bengali, Burmese, Finnish, modern Hebrew, Hungarian, Indonesian-Malay, Khalkha (spoken in Outer Mongolia), Korean, Marathi (India), Persian, Polish, Serbo-Croatian, Singhalese (Ceylon), Swahili (East Africa), Tamil (Ceylon and India), Telugu (India), Thai, and Turkish.

A third approach to the language problem is through 20 research contracts with institutions of higher education, organizations, and individuals. These projects concern themselves with the development of instructional materials and with more effective ways of teaching modern foreign languages.

On a fourth front, we have made contracts with institutions of higher education for short-term and regular-session institutes to give advanced training to elementary and secondary teachers of modern foreign languages. Twelve such institutes were in operation during the summer of 1959. Many school programs will profit from the labors of the approximately 925 teachers who did advanced work in French, German, Spanish, and Russian.

Four regular-session institutes for the 1959-60 school year will give opportunities for 60 secondary-school teachers to study Russian, Spanish, and French; 35 elementary-school teachers of modern foreign languages will also have a chance to attend.

The appropriation provided \$1,584,000 for these 16 language institutes.

Sixty-eight research grants and 14 contracts have been approved to investigate more effective educational uses of radio, television, motion pictures, video recordings, and other related media, and to disseminate information about these media.

The Office of Education has awarded contracts to 23 of the applicants for a total of \$1,349,985. The remaining 45 projects await funds to be available in this year's appropriation.

Also approved have been 14 dissemination projects for a total cost of \$249,981. The remaining two approved dissemination proposals will receive funds this year, subject to the completion of negotiations and the availability of funds.

Since many of these proposals and projects will require some two or three years for completion, it is estimated that the total cost of both will be in excess of \$5,800,000.

Title VIII of NDEA differs from the other titles in that it is an amendment to the George-Barden Act. In this area vocational-education program, 50 states and territories have amended their state plans for vocational education to provide "for the training of individuals designed to fit them for useful employment as highly skilled technicians in recognized occupations

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requiring scientific knowledge as determined by the state board for such state, in fields necessary for the national defense." The entire 1958-59 appropriation of \$3,750,000 was distributed to the participating states.

New area vocational-education programs are started only after there has been a determination of employment need and availability of facilities and teaching personnel. In some states, the ongoing vocational-education program was expanded to make provision for this new training.

Under Title X, 40 states and territories have plans approved for financial assistance for improvement of the statistical services of state education agencies.

A quick glance at the state plans indicates that the state educational agencies are planning improvements calculated to provide up-to-date, standardized, statistical information of greater scope about education. As a result; those engaged in much needed educational research or responsible for planning educational programs on all levels - indeed, citizens in general - will have more current and more valid data, easily comparable statewide and nationwide.

Title X provides that each state may receive up to \$50,000 annually which must be matched dollar for dollar by state funds. Twenty-nine states received federal funds out of the 1958-59 appropriations; the total amount was \$365,930.

Prospects are bright that \$150 million will be available to carry out provisions of the National Defense Education Act in the academic year 1959-60, as compared with \$115.3 million available in 1958-59. As the act moves into full operation this year, its effect will reach into a vast number of communities and into institutions of higher learning throughout the nation.

Reports from the field indicate that in all areas where the impact of the act has already been felt interest and enthusiasm are constantly mounting. There is abundant ground for the belief that this enthusiasm will also prevail at the grass roots as the people there begin to witness and to feel, personally, the full force of the expanded opportunities under these programs that extend our educational horizons on many fronts.

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### The Emerging Art of Management Development

The material below is an excerpt from "Management Development and the Coming Managerial Crisis," an article by Charles W. V. Meares published in AMA Management Report Number 34, "Industrial Relations Here and Now." The article in its entirety presents Mr. Meares' thesis that management development is evolving from a series of disconnected processes into an administrative art, and that this evolution will gain momentum from a managerial crisis (lack of qualified managers) which will develop in the 1970's. It seems to us that the excerpt stands by itself as a reminder of the ever-present danger of preoccupation with means to the detriment of desired ends.

Management development, we have said, is an emerging art. (And we must not fret if no one calls it a science; this will not reduce its usefulness.) In the years ahead, it will be one of the central features of every personnel management program, as familiar a function as recruiting, job evaluation, and salary and wage administration now are. We are learning much about the problems of developing managers. I shall mention here a few areas in which I think our learning and understanding are increasing most rapidly.

We are learning, first of all, that development is a dynamic process: Managers develop continuously, with or without our help. We know that we need a management development plan to guide all managers toward realizable and desirable goals. Should we discover, as we often do, that the manager is on the right track without our help, we should have the good sense not to enroll him in an "improvement" program; rather, we should give him the opportunities he seeks. Too many managers have to spend too much time seeking opportunities to display their wares. We must search for ways to get the best out of our managers in the shortest possible time.

We know that we must have some formal training. But if we provide extensive management training without a genuine knowledge of each manager's needs--as we have often done in the past--we run two needless risks: (1) of wasting money teaching a manager things he already knows, and (2) of reducing the possibility that he will search for the answers he needs when he needs them. (This talent in its native state is so frail we must at all costs nurture it.) We are also beginning to realize that, to benefit from formal training, a man must know why he is being trained; job satisfaction does not come from attending a training course.

With regard to this matter of job satisfaction, we are rediscovering--and in the very nick of time--the therapeutic value of work. Work has of late been diluted, subdivided,

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Mr. Meares is Vice President in Charge of Personnel, New York Life Insurance Company, New York City.

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fragmented, abused, avoided, and in some quarters ignored. We often find today that the content of many management jobs is not sufficient to stimulate or maintain the manager's interest, even though it fully occupies his time. Boredom has become an occupational hazard. After all, is not managerial job satisfaction rooted in the ability to recognize and solve progressively more difficult problems? In the catalogue of management crime I would like to nominate as a felony the fostering or toleration of boredom. I note with interest that many intelligent corporations are enriching managerial jobs both in complexity and scope, and the results indicate greatly increased job satisfaction.

I think we are learning that management development programs are not corrals into which managers are driven to be graded, branded, and then improved. We are beginning to see the danger of monolithic management training programs. Although such programs can upgrade the management force, they can also create inflexibility in management thinking by destroying the necessary balance of personality and intelligence, the equilibrium of which elements creates vitality within an organization.

There is another well-known danger in massive training programs. Well staffed and supplied with a "student-hunting license," they have a relentless way of spawning still other training programs. The time has come to unmask that costly non sequitur, "Training is good because it's training." If we are not vigilant, we may find ourselves prisoners, not masters, of our sprawling, heterogeneous training enterprises.

We are learning that analyzing the performance of managers is neither a judicial process nor a mystic rite. We are adopting the heartening view that all managers have strengths and weaknesses, and that all men at nearly every level in the organization can, through their own efforts and the sympathetic assistance of others, improve their performance. Some improve dramatically, others slightly; some almost overnight, others slowly; some on the same job, others on different jobs at the same level. The combinations are limitless. Some of us are learning that few of us are skilled enough or wise enough to assign for all time the ultimate value to a man's worth. I often find that the ablest managers are those who are most willing to work with and help their subordinates and colleagues and least willing to make unyielding judgments--favorable or unfavorable--about them.

At the bottom of the present controversy over the merits of various evaluation systems is the fixed belief that there exists a pressing need for the discovery of the one most accurate method of evaluating performance. Actually, it makes little difference

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which method or system is used, so long as it results in individual development. Assuming that evaluation is the start of development, any evaluation system is worthless unless a substantial majority of the managers whose performances are analyzed believe and act on the results.

I might add that I shall not regret the passing of the word "appraisal" as applied to human performance of capabilities. I do not think, in the final analysis, that we are after systems that tell us what is wrong with people or how much they are worth. What we are in desperate need of is all the means we can find to help people work more effectively. Our primary and overriding concern should be to help all managers use their productive strength. I, for one, shall miss neither the high moral attitudes nor the enormous amount of attention we have lavished upon attempts to eliminate individual weakness. Perhaps we would notice weakness less if we promoted excellence more.

We are slowly learning a most difficult lesson in management development: how to live with our great national passion for standardization and measurement. Permeating all phases of our business life - and, indeed, our social activities - is the tendency to take every opportunity to keep and compare scores. We have, I think, prematurely attempted to standardize and measure the results of management development. Although we seem to be intent on creating a science of management development, I see signs that we are growing more concerned with the end than with the means, whether scientific or not.

Realization that the development of managers requires time and patience is growing steadily. Most wise companies are pursuing the legitimate ends of development, resisting the impulse to follow the fads and fashions of the day, and finally overcoming the persuasive voices of the salesmen and apostles of the cure-all "one-best" programs.



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# External Programs

Inquiries about the external programs identified in this section or about others that may be available to Agency employees can be directed to the Information Branch/RS/TR, 2605 Quarters Eye [redacted]. That office maintains a library of college and university catalogs, brochures from defense schools and announcements of programs given by commercial institutions.

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## Interagency Training Programs

The U.S. Civil Service Commission has published a brochure in which it outlines programs within the Government that are available principally, to civilian employees of the Government. The present issue contains courses conducted in the Washington metropolitan area by the Veterans Administration, General Services Administration, Department of the Navy, Labor, USDA, the Foreign Service Institute and by the Brookings Institution; the latter with the cooperation of the U.S. Civil Service Commission. Some of the programs outlined:

Middle Management Institute - a two-week program from 11-22 January 1960 to be held at the Auditorium of the General Accounting Office, 5th and G Street, N.W. This institute is designed to give participants a general view of the Federal Government, of the various administrative specialities, and of the role of a manager. Employees who attend must:

have had at least 2 years and not more than 12 years of Federal civilian employment

be in grades GS-9 through GS-13 (or equivalent)

pass a written qualifying examination conducted by the Civil Service Commission

meet their own agency's requirements for participation in the institute

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Interagency Training Programs (contd)

Retirement and Insurance for Federal Employees - a two-day program, 7-8 October, will be held at the Civil Service Commission. Substantive employee rights under the retirement law and procedures to be observed in securing prompt settlement of claims will be discussed and explained. Coverage will also be given the Federal Employees Group Life Insurance Program.

Basic Principles and Techniques of Position Classification - a ten-day program to be held from 4-18 November at the Civil Service Commission, Pension Office Building, 4th and F Streets, N.W. It will give an insight into the basic concepts of position classification, fact-finding techniques, position documentation, position and organizational analysis, position evaluation, and the role of classification in personnel administration.

American Civilization - a two-week seminar conducted by the United States Information Agency available to those who are in training for overseas duties. The next one will be on 16-27 November. This seminar includes lectures and discussions primarily designed to prepare foreign service officers for explaining to foreigners the American system of government and American social and cultural problems.

The Formulation and Development of Foreign Policy - an eight-day lecture-discussion series which covers the procedural aspects in the formulation of U.S. foreign policy and the current problems of its conduct. It is limited to personnel of agencies concerned with foreign affairs.

Economic Writing and Reporting

The Graduate School of Journalism at Columbia University has established a new and specialized program for advanced training for writers and other communicators who plan to devote their careers to interpreting the news of the economy.

It will offer up to three \$1,500 fellowships and three \$1,000 scholarships to young men and women with backgrounds in economics and with interest in and aptitude for reporting, writing, editing or broadcasting. These fellowships and scholarships, as well as the program itself, have been made possible by a gift from the Clapp and Poliak Foundation, Inc., of New York.

In addition to taking part in the Graduate School of Journalism's year-long curriculum leading to the Master of Science degree, students under this program will devote time to special seminars, lectures and other studies to broaden and deepen their backgrounds in economics. These special studies are guided jointly by the Columbia Graduate School of Journalism and the Graduate School of Business.

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### Transportation Institutes

In conjunction with its regular degree-programs in transportation-management and economics, the School of Business Administration at American University holds four transportation institutes annually.

During the Academic Year 1959-60, the following institutes will be held:

#### Air Transportation Institute

9-20 November 1959

#### Institute on Railroad Management

11-22 January 1960

#### Institute on Industrial Transportation and Traffic Management

2-5 March 1960

#### Institute on Ocean Transportation and Port Operations

2-13 May 1960

The Air Transportation Institute is for those who have a basic understanding of air transportation problems and who are preparing for advancement in executive responsibilities. It will cover:

Development of Commercial Air Transportation and Its Regulation  
Problems of Management Operations  
Problems in Coordination, Military and Commercial Operations and Services

Details of the 1960 institutes will be published in later issues of the Bulletin.

### American Management Association

#### Conference

Past, Present, Future - an Office Management Conference on "ten years of progress - and what lies ahead in Office Operations, Administrative Services, Data Processing, and Systems & Procedures." 21-23 October 1959, New York City.

#### Seminars

##### Operations Research Techniques

16-20 November 1959, New York City

##### Application of Operations Research Techniques to Marketing and Distribution

11-13 November 1959, New York City

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American Management Association

Seminars (contd)

Operations Research - Explained with Applications  
26-28 October 1959, New York City

Psychological Tests: Their Uses in Industry  
21-23 October and 18-20 November 1959, New York City

Operational Auditing  
19-21 October 1959, New York City

Increasing the Effectiveness of Reports to Management  
12-14 October 1959, New York City

Organization and Administration of the Controller's Job  
11-13 November 1959, New York City

Reporting Financial Data to Top Management  
4-6 November 1959, New York City

How to Use Written Media to Communicate with Employees  
12-14 October 1959, New York City

Installing and Using Standards of Managerial Performance  
26-28 October 1959, New York City

Effective Utilization of Machine Accounting Systems  
12-14 October and 11-13 November 1959, New York City

Utilizing Cost Accounting Systems for Effective Control  
26-28 October 1959, New York City

Benefits for the Retired Employee  
21-23 October 1959, New York City

Executive Action - a course in individual effectiveness

Unit I, Creating an Atmosphere for Action  
Unit II, Organizing a Group for Action  
Unit III, Getting Results

Unit I  
19-23 Oct 59  
11-15 Jan 60  
14-18 Mar 60  
23-27 May 60

Unit II  
26-30 Oct 59  
7-11 Dec 59  
7-11 Mar 60  
25-29 Apr 60

Unit III  
16-20 Nov 59  
1-5 Feb 60  
4-8 Apr 60  
6-10 Jun 60

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# Registrar's Reminders

Form 73, Request for Internal Training, is used for enrollment in internal OTR courses. It should be completed as directed on the form and forwarded to the Registrar. Information on coverage in the courses can be obtained from Training Officers or from the Information Branch/TR,  The OTR Catalog may also be used as reference.

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<u>Code</u>	<u>Course</u>	<u>Close of Registration</u>	<u>Dates of Course</u>
25X1A6A 101	* Administrative Procedures 136, <span style="border: 1px solid black; display: inline-block; width: 50px; height: 1.2em; vertical-align: middle;"></span>	23 Nov	30 Nov - 18 Dec
421	Anti-Communist Operations 0830-1230 2103 Alcott	28 Dec	4 Jan - 26 Jan 60
25X1A6A 103	Budget and Finance Procedures 132, <span style="border: 1px solid black; display: inline-block; width: 50px; height: 1.2em; vertical-align: middle;"></span>	9 Nov	16 Nov - 27 Nov
205-211	Clerical Refresher Program Pre-test required Hours arranged after pre-test, 15 October Test Schedule: (Rm 508, 1016 16th St.) Typing 0900-1000 Shorthand 0930-1100 English Usage 1100-1200	12 Oct	19 Oct - 13 Nov
914	Communist Party Organization & Operations 0830-1230 2103 Alcott	9 Nov	16 Nov - 11 Dec
506	Conference Techniques Mon., Wed. 0930-1130 2025 R&S	19 Oct	26 Oct - 2 Dec

\* Please indicate phase in which employee is to be enrolled

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<u>Code</u>	<u>Course</u>	<u>Close of Registration</u>	<u>Dates of Course</u>
906	Dependents Briefing 117 Central	(Consult TO)	6 Oct - 7 Oct 3 Nov - 4 Nov 1 Dec - 2 Dec
504	Effective Speaking Mon., Wed. 0930-1130 2025 R&S	30 Nov	7 Dec - 27 Jan 60
502	Effective Writing Tues., Thurs. 0930-1130 2025 R&S	Immediately	6 Oct - 5 Nov
901	** Intelligence Orientation Phase I (Only) Phase I (Only) 2241 R&S	Immediately 19 Oct	5 Oct - 16 Oct 26 Oct - 6 Nov
912	Intelligence Research - Maps Mon., Wed., Fri. 0900-1200 2027 R&S	Immediately	5 Oct - 23 Oct
25X1A6A 302	Management GS-14 and above 0830-1230 155, <input type="text"/>	2 Nov	9 Nov - 20 Nov
25X1A6A 102	Operations Support 136, <input type="text"/>	19 Oct	26 Oct - 27 Nov
25X1A6A 301	Supervision GS 5-9  GS 11-12 0830-1230 155, <input type="text"/>	Immediately Canceled Canceled	5 Oct - 16 Oct 7 Dec - 18 Dec 26 Oct - 6 Nov
25X1A6A 307	Supervision in Research and Analysis GS 12 and above 0830-1230 155, <input type="text"/>	30 Nov	7 Dec - 18 Dec

\*\* Next 4-week IO, which will include Phase II, Introd. to Communism,  
is scheduled to begin 23 Nov.

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<u>Code</u>	<u>Course</u>	<u>Close of Registration</u>	<u>Dates of Course</u>
308 25X1A6A	Supervision and Management (Survey) GS-12 and above 0830-1230 155, <input type="text"/>	26 Oct	2 Nov - 6 Nov (Orig. scheduled 16 Nov - 20 Nov)
503	Writing Workshop Intermediate 1st Wk: Mon., Tues., Thurs. Last 3 Wks: Tues., Thurs. 0900-1200 2027 R&S Pretest for this course: 12 October 1300 hours 1331 R&S	19 Oct	26 Oct - 19 Nov

Operations Courses

Consult Training Officers for identification of code numbers.

402	21 Dec	4 Jan - 12 Feb 60
420	12 Oct	19 Oct - 6 Nov
407	12 Oct	19 Oct - 6 Nov
409	23 Nov	30 Nov - 11 Dec
430	19 Oct	2 Nov. - 2 Dec
425	Immediately	5 Oct - 30 Oct
416	2 Nov	16 Nov - 11 Dec
417	12 Oct	19 Oct - 6 Nov
427	23 Nov	30 Nov - 11 Dec
429	5 Oct	12 Oct - 30 Oct
428	5 Oct	12 Oct - 16 Oct
435	Canceled	5 Oct - 30 Oct
439	2 Nov	16 Nov - 11 Dec
436	19 Oct	26 Oct - 20 Nov
440	12 Oct	19 Oct - 4 Nov

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# Directories

## OFFICE OF TRAINING

Director of Training

Matthew Baird

11

25X1

Deputy Director of  
Training

11

Plans and Policy Staff

17

25X1A

25X1A

Support Staff

8

Assessment and Eval. Staff

331A R&S

Junior Officer Training  
Program

2518 Qtrs. Eye

Intelligence School

2009 R&S

School of International  
Communism and the USSR

2204 Alcott

Operations School

201C

25X1A

Language and Area School  
Administration  
Area Training  
Language Training  
Testing

1928 Qtrs. Eye  
1828 Qtrs. Eye  
1828 Qtrs. Eye  
1925 Qtrs. Eye  
2132 Eye

Registrar Staff  
Deputy Registrar  
Information  
Processing  
Standards  
Registration

2623 Qtrs. Eye  
2623 Qtrs. Eye  
2605 Qtrs. Eye  
2608 Qtrs. Eye  
2620 Qtrs. Eye  
2623 Qtrs. Eye

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DD/C TRAINING OFFICER

O/DDC

[Redacted]

202 Admin

25X1

DD/I TRAINING OFFICERS

Special Asst. for DD/I

[Redacted]

347 Admin

O/DDI

354 Admin

OCR

350 26th St.

ORR

1003 M  
1015 M

ONE

105 Admin

OCI

2052 Q  
2052 Q

OSI

2414 Barton

OBI

126

[Redacted]

25X1A

OO

CONTACT  
SOVMAT  
FBID  
FDD

402 1717 H St.  
506 1717 H St.  
410 1717 H St.  
2021

[Redacted]

25X1A

PIC

619 Steuart

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DD/S TRAINING OFFICERS

Executive Asst. for DD/S  
Special Asst.

Audit

Commercial

Communications

Comptroller

General Counsel

Logistics

Management

Medical

Personnel

Security

122 East

120 East

2218 Curie

2020 Barton

1503 Eye

1039 Alcott

226 East

2049 Qtrs. Eye

1714 Qtrs. Eye

1303 J

2602 Curie

1311 Eye

25X1A  
25X1A

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